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Government Research

# Library Access 24/7

Did you know that you can do research without actually coming to the KC Library on campus?

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Randolph C. Watson Library  
Homepage

<https://library.kilgore.edu>

# Randolph C. Watson Library Homepage

The screenshot shows a web browser window with the URL <https://library.kilgore.edu>. The page features a dark blue header with the text "BORROW E-BOOKS! OverDrive: Our audio and e-book collection for pleasure reading." and library hours: "Library Opens • 7:30 am Mon-Fri; 2:00 pm Sun Closes • 9:00 pm Mon-Thu & 3:45 pm Fri; 5:00pm Sun". The main header includes the "Randolph C Watson Library" logo and "KILGORE COLLEGE EMPHASIS EXCELLENCE • 19" logo. A navigation menu contains links for HOME, ABOUT US, SERVICES, RESEARCH, CONTACT US, Jobs, and HELP. The central content area has a "Search Resources" box with the subtext "Books, E-books, Articles, Etc." and an "Enter Keyword" input field. Below the search box are links for "Advanced Search", "Databases", and "\*NEW\* OverDrive".

OverDrive

Borrow  
eBooks



# Logging in from Off-Campus

When logging in from off-campus, you will need a username and password.

**Username:** Your 9-digit KC ID.

**Password:** Your AccessKC password.

Finding Resources

Books

Ebooks

Enter your search terms in the box.  
Hit Enter.

The image shows a screenshot of the Randolph C Watson Library website. The header features the library's logo on the left, which includes the letters 'KC' and the text 'LIBRARY RANDOLPH C. WATSON KILGORE COLLEGE'. To the right of the logo is the text 'Randolph C Watson Library'. Further right is the Kilgore College logo with the text 'KILGORE COLLEGE' and 'EMPHASIS EXCELLENCE'. Below the header is a navigation bar with links for 'HOME', 'ABOUT US', 'SERVICES', 'RESEARCH', 'CONTACT US', 'Jobs', and 'HELP'. The main content area is a dark blue background with a white search box. The search box is titled 'Search Resources' and 'Books, E-books, Articles, Etc.'. Inside the search box, the word 'constitution' is entered. A magnifying glass icon is on the right side of the search box. Below the search box, there are two buttons: 'Advanced Search' and 'Databases'. A white callout box with a blue border and an arrow pointing to the search box contains the text 'Enter search terms'.

KC LIBRARY RANDOLPH C. WATSON KILGORE COLLEGE

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HOME | ABOUT US | SERVICES | RESEARCH | CONTACT US | Jobs | HELP

Search Resources  
Books, E-books, Articles, Etc.

constitution

Enter search terms

Advanced Search | Databases

# Narrow the search by clicking on Kilgore College, Watson Library and Book.

The screenshot shows a library search interface. At the top, the search term "constitution" is entered in a search box. Below the search box, the results are displayed as "528 Results". On the left side, there are several filter sections:

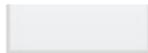
- Sort by:** A dropdown menu set to "Library and Relevance".
- Selected Filters:** Two filters are applied: "Kilgore College, Watson Library" and "Book".
- Library:** A dropdown menu with "Libraries Worldwide" and "Kilgore College, Watson Library" (checked).
- Format:** A dropdown menu with "Top 6 Formats": "All Formats", "Article/Chapter (50947)", "Article (49853)", "Downloadable article (1183)", "Book (528)" (checked), "Print book (342)", and "eBook (187)".

Two blue arrows point to the "Kilgore College, Watson Library" filter and the "Book (528)" format filter, both labeled "Click here".

On the right side, the search results are listed:

- 1. The Supreme Court of the United States :** by Commission on the Bicentennial. Print book [1992]. Held by: Kilgore College, Watson. Includes a full page biography and a Associate Justice of the Supreme C. Available. Watson Library Main.
- 2. The court and the Constitution** by Archibald Cox. Print book 1987. Held by: Kilgore College, Watson. Building a nation, from laissezfaire to as an instrument of reform. Available. Watson Library Main.
- 3. The Constitution, that delicate balance** by Fred W. Friendly, Martha J. H. Ell. Print book ©1984. Held by: Kilgore College, Watson. "Landmark cases that shaped the C text of the Constitution. Available. Watson Library Main.
- 4. The constitution & the pride of reason** by Steven D. Smith. eBook 1998. Held by: Kilgore College, Watson.

# Books and eBooks

 Landmark cases that shaped the Constitution. Pocket edition. Includes the full text of the Constitution.

 Available    Watson Library Main Stacks    KF4550 .F73 1984

## 4. The constitution & the pride of reason

 by [Steven D. Smith](#)  
 eBook 1995

This is an eBook. You can read it from your computer.

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Examining the perennial claim that constitutional law somehow embodies a commitment to governance by "reason," this book shows how the lofty intentions of yesterday's framers a... [Read More](#)

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## 5. Plain, honest men : the making of the American Constitution

 by [Richard R. Beeman](#)  
 Print book 2009

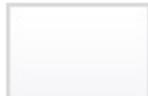
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Written by a historian this is an account of the men who met in Philadelphia during the summer of 1787 to design a radically new form of government. The author takes readers behind the scene... [Read More](#)

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## 6. Novus ordo seclorum : the intellectual origins of the Constitution

 by [Forrest McDonald](#), [United States](#)  
 Print book ©1985

This is the call number. You will need this to find the book on the shelf.

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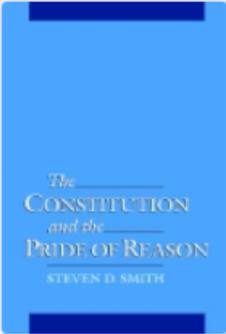
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## The Constitution and the Pride of Reason

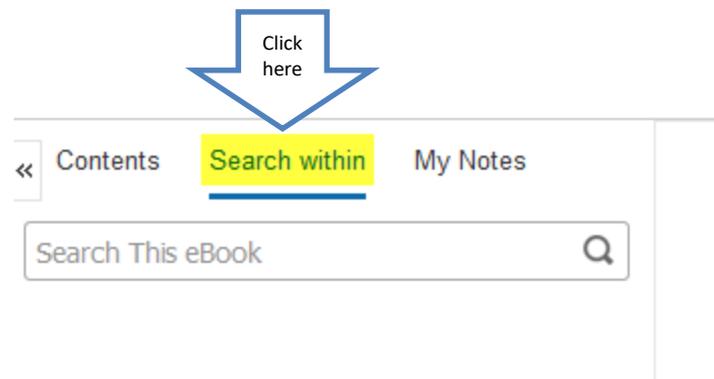
**Authors:** [Smith, Steven D.](#)

**Publication Information:** New York, N.Y. : Oxford University Press. 1998

**Resource Type:** eBook.

**Description:** Attempting to realize Plato's vision of a republic governed by 'reason,' American con- according to Steven D. Smith's bold new critical study, have instead reenacted the producing a constitutional discourse marked by rampant confusion, elaborate soph

Click Search within  
to open a search box.



# Type in search terms and hit Enter.



# Click on a page number to go to that page.

liberty

[clear results](#)

Keyword Matches (22 found)

Sort by: [Relevancy](#) Chapter / Page

Page 141

Click here

by the Statue of **Liberty**, or to a  
lived in **liberty** and dedicated

Page 41

Congress was essential to the preservation of **liberty**. Alexander Hamilton lost patience. He bluntly

Page 43

fashion represented "possibly the final hope for **liberty** on earth." <sup>64</sup> Their sense of their singular

Page 154

dishevelled hair was covered with the cap of **liberty**. She was seated in an antique chair

Page number matches

Page 41

As to those philosophical gentlemen, those Citizens of the World as they call themselves, He owned he did not wish to see any of them in our public Councils. He would not trust them. The men who can shake off their attachments to their own Country can never love any other. These attachments are the wholesome prejudices which uphold all Governments. <sup>55</sup>

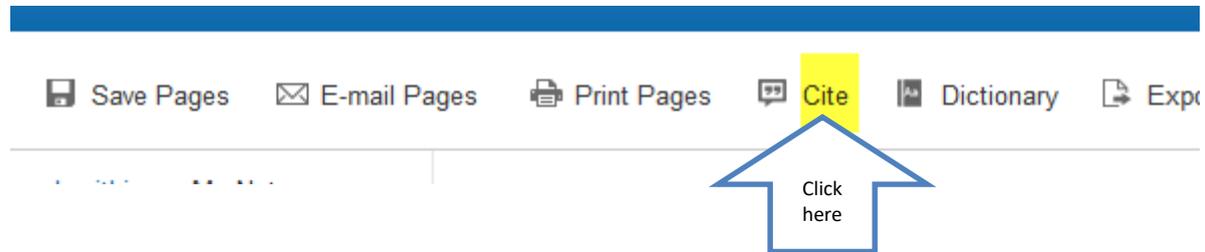
Though Morris may have been an especially vivid personification of the inconsistency, no one really found a satisfying resolution to the tension between the delegates' assumptions about human behavior generally and the expectations they imposed on themselves. The disjunction naturally provoked suspicions of hypocrisy, and the suspicions sometimes overwhelmed constraints of courtesy. On one occasion, after listening to small state delegates insist that equal representation in Congress was essential to the preservation of **liberty**, Alexander Hamilton lost patience. He bluntly indicted their motives (and perhaps, inadvertently, his own): "The truth is it is a contest for power, not for **liberty**." <sup>56</sup> Gunning Bedford of Delaware conceded the point but turned it against Hamilton and the large state representatives by identifying the self-interested motives behind the various states' positions, one by one. The implication of Bedford's speech was that all of the delegates' pious protestations of disinterested concern for reason, justice, and the common good were a sham:

If political Societies possess ambition[,] avarice, and all the other passions which render them formidable to each other, ought we not to view them in this light here? Will not the same motives operate in America as elsewhere? If any gentleman doubts it let him look at the votes [in the convention]. Have they not been dictated by interest, by ambition? Are not the large States evidently seeking to aggrandize themselves at the expense of the small? They think no doubt that they have right on their side, but interest had blinded their eyes. . . . Will it be said that an inequality of power will not result from an inequality of votes. Give the opportunity, and ambition will not fail to abuse it. <sup>57</sup>

This momentary outbreak of frank political realism led Bedford to threaten that the small states would "find some foreign ally of more honor and good faith, who will take them by the hand and do them justice." <sup>58</sup> But such candor strayed too far beyond the bounds of civility. Expressing his sorrow at "the language of the honorable gentleman from Delaware," Rufus King "was grieved that such a thought had entered his heart. He was more grieved that such an expression had dropped from his lips." <sup>59</sup> And the next week a chastened and somewhat becalmed Bedford backed off. While protesting that he "had been misunderstood," Bedford, a lawyer, also asked the delegates to remember "the habits of his profession in which warmth was natural & sometimes necessary." <sup>60</sup>

There is nothing unusual, of course, in such threats and retractions, or in politicians first clinging to and then angrily or opportunistically rupturing the pretense of disinterestedness. Such inconsistencies are standard fare in political debate. But the dissonance had a peculiar significance in the context of the Philadelphia convention because it was a specific manifestation of the funda-

# Remember the Citations! Click on Cite.



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NOTE: Review the instructions at [EBSCO Support Site](#) and make any necessary corrections before using. **Pay special attention to personal names, capitalization, and dates.** Always consult your library resources for the exact formatting and punctuation guidelines.

Accessed September 22, 2016.

**APA** (American Psychological Assoc.)

References

Smith, S. D. (1998). *The Constitution and the Pride of Reason*. New York, N.Y.: Oxford University Press.

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References

Smith, Steven (1998). *The Constitution and the Pride of Reason*. New York, N.Y.: Oxford University Press, 1998. *eBook Collection (EBSCOhost)*, EBSCOhost (accessed September 22, 2016).

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**Export to Bibliographic Management Software** (EndNote, ProCite, Reference Manager, RefWorks, BibTeX, etc.) »

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- Use the Cite feature for the database, or
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- Use APA style to format your citations.
  - APA is short for *Publication Manual of the American Psychological Association*
  - APA is often used for research in the sciences
  - See the APA section in your English handbook

# Why Use a Database?

Anyone can create an internet site.

- It can be true.
- It can be fake.

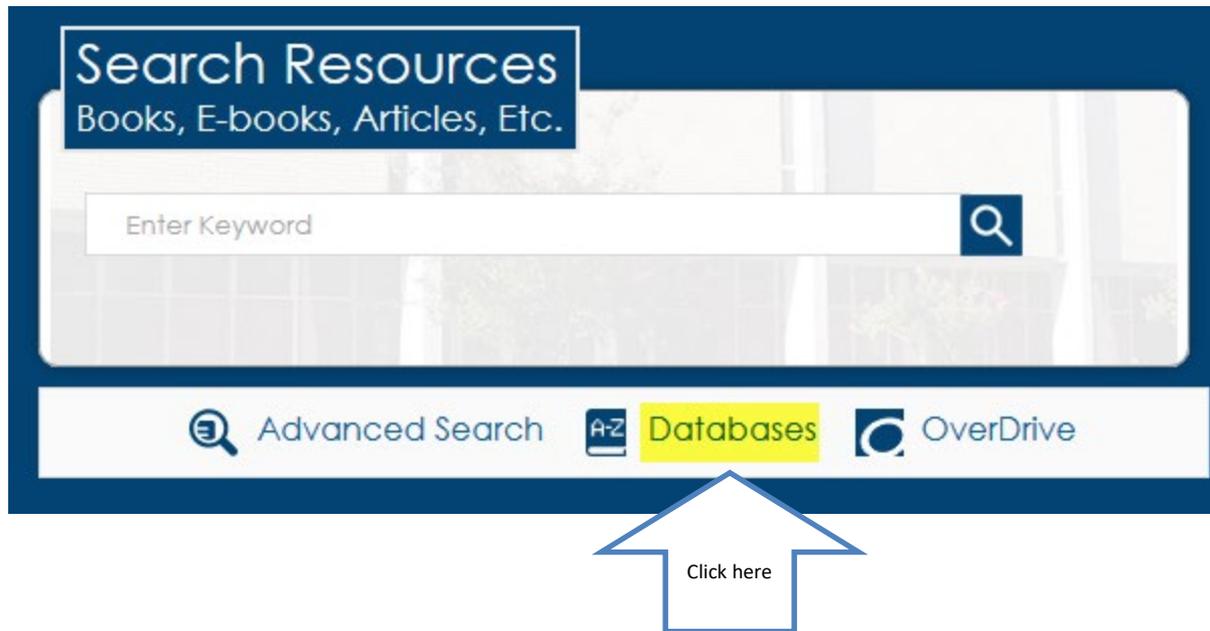
You have to verify internet information.

- Who is the author?
- Does the site want to provide information, or sell something?
- When was it last updated?

# Databases

- Provide thousands of articles from journals, newspapers, or books.
- The information is more likely to be accurate.
- Many articles are peer-reviewed.
- Your instructor may prefer database articles to internet sites.

Click on Databases under the Search Resources box.



# Click to select Government, History, Law & Criminal Justice.

## Database By Subject

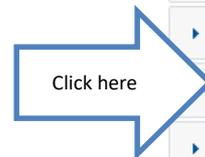
### Key

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Click on the right ▶ arrow to expand. Click on the dow

- ▶ **22** General/Miscellaneous
- ▶ **20** Arts, Humanities & Philosophy
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- ▶ **5** Books & Book Reviews
- ▶ **26** Business & Economics
- ▶ **14** Education & K-12 Resources
- ▶ **35** Government, History, Law & Criminal Justice
- ▶ **22** Literature & Languages
- ▶ **24** Medicine & Health Sciences



# Scroll to view database titles. Click on a title to open the database.

36 Government, History, Law & Criminal Justice

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### TOPICS OF INTEREST

#### **Vietnam War**

Military personnel evacuate Saigon after realizing that the city is on the verge of falling to North Vietnam forces in April of 1975. The Fall of Saigon was a critical event in breaking the morale of the forces fighting for democracy in Vietnam, including the United States.

[Explore this topic](#)

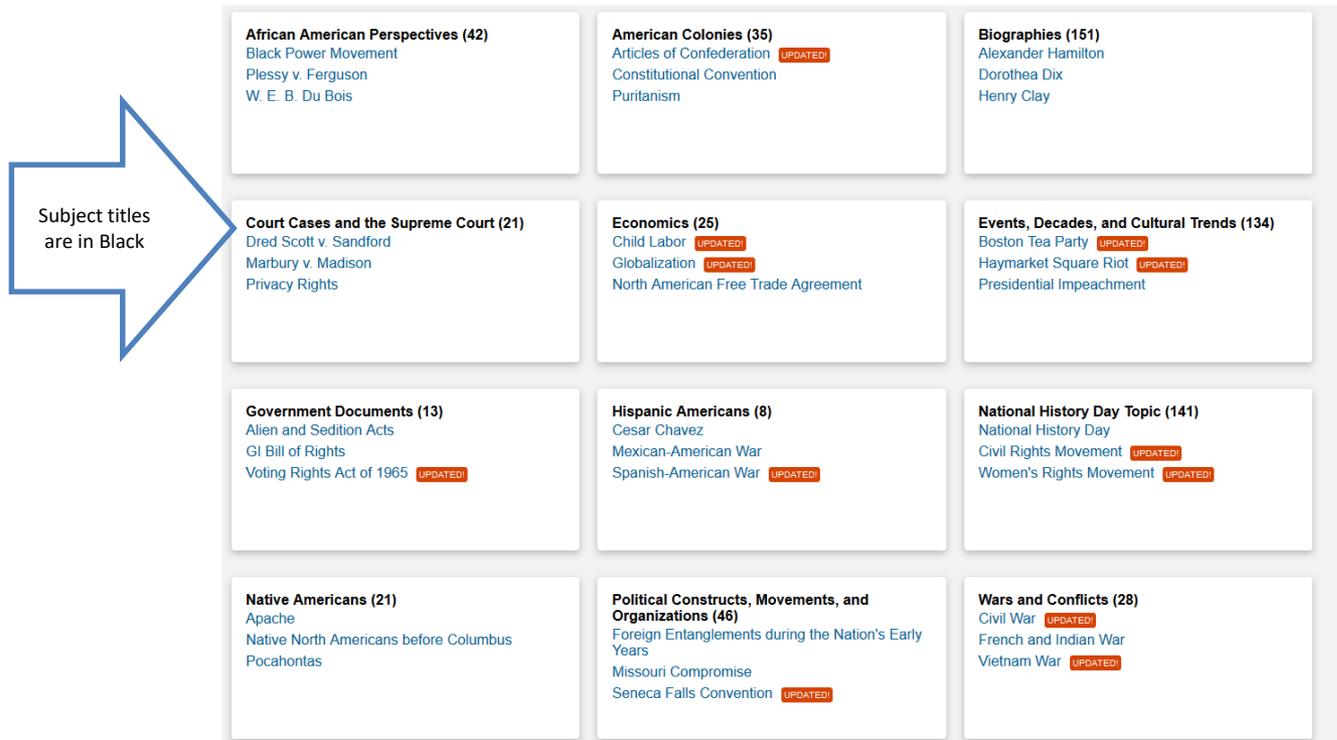


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<b>Court Cases and the Supreme Court (21)</b> Dred Scott v. Sandford Marbury v. Madison Privacy Rights	<b>Economics (25)</b> Child Labor <small>UPDATED!</small> Globalization <small>UPDATED!</small> North American Free Trade Agreement	<b>Events, Decades, and Cultural Trends (134)</b> Boston Tea Party <small>UPDATED!</small> Haymarket Square Riot <small>UPDATED!</small> Presidential Impeachment
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# Select the type of information you want to read.

Home > Court Cases and the Supreme Court > Brown v. Board of Education

## Brown v. Board of Education Updated!

### OVERVIEW



Attorneys After Board of Education

Brown v. Board of Education was a landmark case in the American civil rights movement. It referred to a set of cases filed in separate states in protest of racial segregation. Brown is notable for overturning the "separate but equal" clause that formed the basis of racial segregation as affirmed in the 1896 Supreme Court case Plessy v. Ferguson.

Lines were clearly drawn between black and white Americans by the mid-20th century. Public facilities only catered to one or the other. The situation could be traced back to cars led to one. The plaintiff in y, when a dispute regarding segregated railway us Supreme Court decisions in American history. (1896) argued that...

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🎓 **ACADEMIC JOURNALS (136)**

Click here

## Windsor and Brown: marriage equality and equality

**Author:** Michael J. Klarman

**From:** [Harvard Law Review](#) (Vol. 127, Issue 1.)  Peer-Reviewed

Nov. 1, 2013 17,758 words Article  2060L

In his second inaugural address in January 2013, President Barack Obama associated the struggle for gay equality with that for racial equality by conjoining, alliteratively, Stonewall with Selma (along with Seneca...

## Mothers of Massive Resistance: White Women and the Politics of White Supremacy

**Author:** Lisa Lindquist Dorr

**From:** [Journal of Southern History](#) (Vol. 85, Issue 2.)  Peer-Reviewed

May 1, 2019 638 words Book review  1520L

Mothers of Massive Resistance: White Women and the Politics of White Supremacy. By Elizabeth Gillespie McRae. (New York: Oxford University Press, 2018. Pp. xvi, 352. \$34.95, ISBN 978-0-19-027171-8.) Mothers of Massive...

## We Face the Dawn: Oliver Hill, Spottswood Robinson, and the Legal Team That Dismantled Jim Crow

**Author:** Lauren Pearlman

**From:** [Journal of Southern History](#) (Vol. 85, Issue 2.)  Peer-Reviewed

May 1, 2019 657 words Book review  1220L

We Face the Dawn: Oliver Hill, Spottswood Robinson, and the Legal Team That Dismantled Jim Crow. By Margaret Edds. Carter G. Woodson Institute Series. (Charlottesville and London: University of Virginia Press, 2018. Pp....

📖 REFERENCE (280)

# Click on a title.

## Race, equality, and "hearts and minds"

**Author:** Richard H. King

**From:** [Journal of Southern History](#) (Vol. 70, Issue 2.)  Peer-Reviewed

May 1, 2004 3,246 words Article 

IT IS TEMPTING IN RETROSPECT TO CONSIDER BROWN V. BOARD OF Education of Topeka as the all-but-inevitable outgrowth of a post-1945 popular consensus that racial segregation violated the tenets of what Gunnar Myrdal called...

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## A continuity of conservatism: the limitations of Brown v. Board of Education

**Author:** Clive Webb

**From:** [Journal of Southern History](#) (Vol. 70, Issue 2.)  Peer-Reviewed

May 1, 2004 3,797 words Article 

ON MAY 17, 1954, THE UNITED STATES SUPREME COURT ISSUED THE landmark ruling in Brown v. Board of Education of Topeka that laws mandating racial segregation in public schools were unconstitutional. Some civil rights...

## Reflections on the Brown decision after fifty years

**From:** [Journal of Southern History](#) (Vol. 70, Issue 2.)  Peer-Reviewed

May 1, 2004 539 words Article 

ON MAY 17, 1954, THE U.S. SUPREME COURT RULED IN BROWN V. BOARD of Education of Topeka that separate educational facilities for blacks and whites were "inherently unequal." The unanimous opinion, delivered by Chief...

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## A continuity of conservatism: the limitations of Brown v. Board of Education



Author: [Clive Webb](#)  
Date: May 1, 2004



From: [Journal of Southern History](#) (Vol. 70, Issue 2.)  
Publisher: Southern Historical Association



Document Type: Article  
Length: 3,797 words  
Content Level: ▲ (Advanced)



ON MAY 17, 1954, THE [UNITED STATES](#) SUPREME COURT ISSUED THE landmark ruling in [Brown v. Board of Education](#) of Topeka that laws mandating racial [segregation](#) in [public schools](#) were unconstitutional. Some [civil rights](#) activists reacted with caution to the decision, most conspicuously the man who had led the legal challenge against Jim Crow education, Thurgood Marshall of the [NAACP](#) Legal Defense and Educational Fund. Nonetheless, many supporters of the civil rights cause saw the ruling as a decisive breakthrough. Charles S. Johnson, president of the black Fisk University, articulated the excited sense of expectation that the ruling would break down social barriers not only in schools but in all areas of public life: "If segregation is unconstitutional in educational institutions, it is no less so unconstitutional in other aspects of our national life." (1) The New York Amsterdam News was even more emphatic, declaring that "The Supreme Court decision is the greatest victory for the Negro people since the Emancipation Proclamation." (2)

Despite the initial optimism of civil rights campaigners, the process of school desegregation was beset by obstruction and delay. Although the era of massive resistance was relatively short-lived, white southerners subsequently succeeded through less confrontational tactics in restricting the implementation of the Brown decision. The defiance of federal authority by segregationists ignited a broad conservative reaction against the judicial [activism](#) of the Supreme Court, while Brown also inspired a southern white backlash against Washington that persists to the present day. My purpose is to assess how white southerners mobilized in opposition to school desegregation and then to turn to the longer-term impact of conservative political

### EXPLORE

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Journal of Southern History, Nov. 1, 2018.

[It Was Never About Busing](#)  
The New York Times, July 14, 2019.

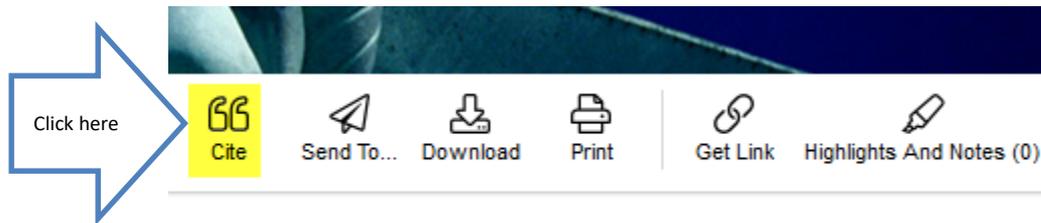
[How Biden Became the Anti-Busing Democrat](#)  
The New York Times, July 15, 2019.

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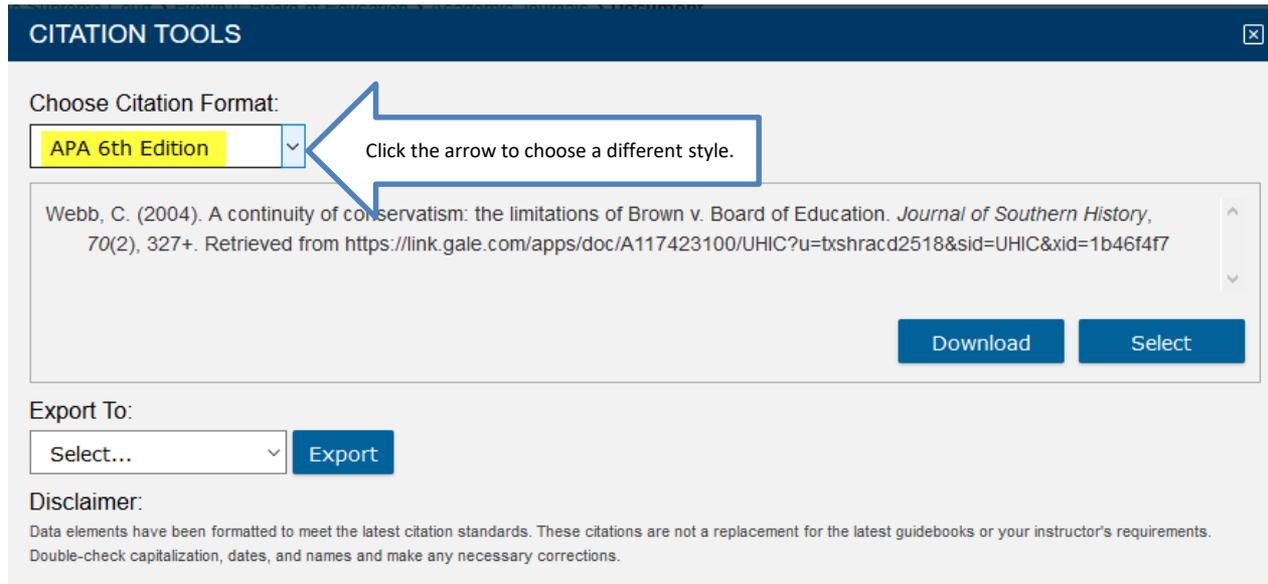
- [Brown v. Board of Education 347 U.S. 483 \(1954\)](#)
- [Conservatism](#)
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own v. Board of Education

# Select the citation style required by your instructor.



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Webb, C. (2004). A continuity of conservatism: the limitations of Brown v. Board of Education. *Journal of Southern History*, 70(2), 327+. Retrieved from <https://link.gale.com/apps/doc/A117423100/UHIC?u=txshracd2518&sid=UHIC&xid=1b46f4f7>

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## The Future of "Separate but Equal"

HALF A CENTURY ago most whites and the contemporary leaders of the Negro community were thoroughly committed to a policy that can best be described as racial integralism. Negroes such as Booker T. Washington accepted the fact of racial distinctiveness and projected their solution to the race problem in terms of a racial community. This community was not to be in competition with the white community, but rather was distinctive and separate, and would create the framework for and limits of Negro development. In essence, this conception was the prototype for the current *apartheid* program of the Union of South Africa, the back to Africa crusade of the late Marcus Garvey, and the Stalinist theory of the "black republic." Negroes were accepted as a species apart, whose activities, rights and status could not be measured against those of the whites, but only by criteria peculiar to them.

In 1896, the United States Supreme Court incorporated racial integralism in the Constitution by holding, in the famous case of *Plessy v. Ferguson*,<sup>1</sup> that the equal protection clause of the Fourteenth Amendment did not require states to give Negroes and whites identical treatment, but rather that Negroes could be treated as a separate category of persons so long as this treatment was "substantially equal" to the treatment accorded whites. In effect, the Court held that Negroes were substantially different

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By: Nelson, W.E. *Journal of Supreme Court History*. 2002, Vol. 27 Issue 3, p240-256. 17p. Abstract: Discusses the 1803 U.S. Supreme Court case '**Marbury v. Madison**.' Chief Justice John Marshall's decision on the case; Establishment of judicial autonomy; Balance between democracy and the rule of law. (AN: 7452656)

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WILLIAME. NELSON

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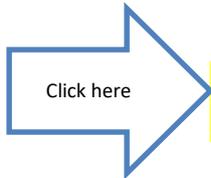
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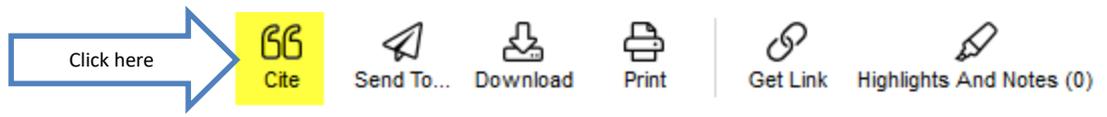
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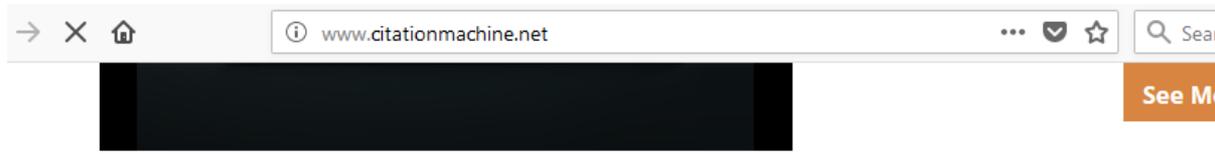
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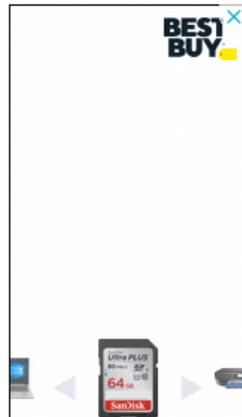
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